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ABSTRACT

This syllabus for a five-year course in German outlines instructional objectives beginning with eighth grade and continuing through twelfth grade. Teaching methods, materials, minimum requirements, and "guiding principles" relating to specific skills are included. A list of recommended books includes: (1) teacher's reference books, (2) course books for aural-oral practice, (3) readers, (4) magazines, (5) poetry, (6) song books, and (7) maps. (RL)

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OFFICE OF EDUCATION

Queensland, Australia [effective 1973]

GERMAN SYLLABUS

Objectives of the Five-Year Course in German

The object of five years' study of German is to produce a sympathetic understanding of the German-speaking peoples, their way of life and their culture, and to develop the student's capacity to read the German language with ease and understanding; understand German when he hears it spoken; converse accurately and idiomatically in German; and express his ideas accurately and idiomatically in written German.

Grade 8

The first year of German language study should be an exploratory year. The teacher should endeavour to develop the student's linguistic ability but at the same time should include simple cultural activities that impart a knowledge of the German-speaking regions and their peoples, lay the foundations of, and stimulate motivation for further study.

Many teachers may no doubt feel inclined to begin a formal study of German in Grade 8. It is felt, nevertheless, that the Grade 8 year could well be informal, the emphasis being on the creation of an enthusiastic attitude towards learning German, and a lively interest in related matters.

An attempt should be made to lay the foundations for later proficiency in the four language skills - listening, speaking, reading, and writing. It is simple aural-oral work, however, that should receive the greatest emphasis in Grade 8.

Language study could be introduced through dialogues, simple texts, and games. Teacher-created or student-motivated situations should present materials as realistically as possible, so that language can be seen, not as an academic exercise, but as a medium of communication. This should bring about a brisk interchange of talk in German, however simple, among the students. However, it is not necessary for a student to be able to use every construction he hears. It is often sufficient if he is able to respond intelligently to the spoken word.

Some topics that suggest themselves are: asking and telling personal details of names, addresses, age; close family relationships; day to day classroom situations; telling the time and the date; the weather and the seasons; social visits and polite formulae; shopping and money; meals; sports and games; outings; birthday, Christmas, Easter, New Year, and other celebrations.

In the course of the activities mentioned above, the Grade 8 student should have acquired a conception of the significance of inflection in German, with particular application to:

(a) gender, number, and case of the articles der and ein, the commonest words declined like them, and the personal pronouns

(b) person and number in the present tense of such strong and weak verbs as the student has encountered

In addition he should be able to:

(c) Use common verbs in affirmative, negative, and interrogative sentences

(d) Use the modal auxiliaries in the simplest and most common contexts

(e) Use the commonest prepositions in a variety of useful phrases

(f) Count to 100

(g) Express the time of day, the day of the week, and the date

(h) Use correct word order in simple sentences and sentences linked by und, oder, aber, denn

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(f) Count to 100

(g) Express the time of day, the day of the week, and the date

(h) Use correct word order in simple sentences and sentences linked by und, oder, aber, denn

(i) Use the common interrogative pronouns and adverbs wer, wessen, was, wann, wo, wohin, warum

(j) Use the most common adverbs of time and place

(k) Use the most common adjectives, with some stress on contrasting pairs and colours.

Many of the miscellaneous considerations appended to the syllabus for grades 8,9, and 10 are highly relevant to instruction at Grade 8 level and should be checked with care.

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STATEMENT CONCERNING THE LEVEL TO BE REACHED BY THE END OF GRADE 10

By the end of Grade 10, full mastery of German is not possible, but language skills need to be developed in harmony so that at the end of the course the student can comprehend simple spoken German, take part with confidence in German conversation, read at sight, with understanding, uncomplicated modern German prose, and communicate in simple written German.

These skills cannot be developed in isolation, and must be fostered by interdependent activities.

All the material used in the classroom should be based on concrete, everyday situations, linking life and outlook in Australia with those in German-speaking regions. As far as possible, all work must stem from the student's experience and at all times it should be related to his interests and way of life.

GENERAL AIMS

It is stressed that the syllabus is a guide to teachers rather than a rigid prescription that must be followed in every detail. The total content of the syllabus represents a reasonable amount to be covered by the end of Grade 10. It is largely a matter for the individual teacher how much and what topics are treated in any one year.

What is most important is that learning of the spoken language precede that of the written language, that from the beginning a considerable place be given to aural work and to pronunciation and conversation, and that the mother tongue be used as little as possible. Although stress should be laid throughout on aural/oral work (comprehension, phonetic training, elementary conversation), material presented orally requires consolidation through written exercises.

Grammar and syntax, as well as spelling should not be neglected. Apart from pattern practice which is essentially the learning of language structures through the repetition of utterances in which the patterns are either identical or have only small and consistent differences, a systematic teaching of grammar is necessary, because a thorough knowledge of grammar is essential for understanding written German and for speaking and writing German accurately. A survey of important grammatical topics should follow the introduction of new material, and the knowledge thus gained be used to increase the student's flexibility in both written and spoken German.

Language and culture are inseparable. A study of the German language is incomplete without an introduction to and an interest in the history and culture of the German-speaking peoples.

SPECIFIC AIMS

A BALANCED APPROACH AS IMPLIED ABOVE SHOULD RESULT IN:

1. The ability to comprehend German directly when spoken by a native speaker on relatively simple topics

2. The ability to speak German with reasonable fluency on relatively simple topics

3. The ability to read with direct comprehension both known and new material on uncomplicated topics. This ability is demonstrated by correct phrasing, stress and intonation in oral reading and, in silent reading, by appropriate verbal or written responses in German or English to content questions or other comprehension checks

4. The ability to write in German short guided compositions, letters, and dictations. Translations into German may also be used at the discretion of the teacher

5. The acquisition of specific knowledge regarding life, customs and observances of the German-speaking people, as well as their physical environment

Minimum Requirements in Grammar

The following grammatical structures should be mastered by the student. This does not preclude the occurrence of structures other than those listed here; but such other structures need not be drilled for mastery and may be treated as idiomatic vocabulary items. (Those items which appear in this list should be taught incidentally and inductively as well as systematically and progressively, but not necessarily in the order in which they appear on the list.) The order will mainly depend on the text books used by the class. A thorough mastery of these grammatical structures is essential as a foundation for future learning. Therefore, all listed grammatical topics should be covered, revised and tested. *However, the teacher should be concerned only with simple and typical instances and not with remote exceptions and subtleties.*

1. Declension of the definite article; determinative adjectives (dieser, jener, jeder, welcher); indefinite article; possessive adjective

2. Nouns
   (a) all declensions (in singular and plural) of nouns encountered in classroom work
   (b) adjectives used as nouns
   (c) infinitives used as nouns
   (d) nouns denoting measurement
   (e) proper names, including common titles, names of major countries, nouns of nationality
   (f) formation of diminutives and feminines

3. Adjectives

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   (a) all three declensions
   (b) comparison
   (c) adjectives of nationality of high frequency

4. Numerals
   (a) cardinal and ordinal numbers; common fractions
   (b) simple calculations

5. Negative Constructions: nicht, kein, nein

6. Interrogatives: wer, was, wessen, welch, was für ein, wie, wie heißt, wieviel, wie viele, wo, wohin, woher, wann, wie lange, wie oft, warum, wozu

7. Pronouns: personal, relative, reflexive.
   Indefinite pronouns: man, einer, jeder, jedermann, jemand, niemand, einige, keiner, etwas, nichts

8. Verbs:
   (a) all tenses of the indicative mood (except the future perfect) of weak and strong verbs of high frequency with stress on present, imperfect & perfect tenses
   (b) present and imperfect tense of sein, haben, werden and the modal auxiliaries
   (c) mixed verbs: e.g. kennen, rennen, bringen, denken, wissen
   (d) common verbs with separable and inseparable prefixes
   (e) impersonal verbs: e.g. es ist, es sind, es gibt; es regnet, es schneit es ärgert mich, es tut mir leid
   (f) dies and das in idiomatic usage with sein: e.g. Dies hier sind Taschentücher.
   (g) common reflexive verbs with the accusative and dative
   (h) common verbs with the dative: e.g. danken, helfen, folgen
   (i) verbs conjugated with sein

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   (i) verbs conjugated with sein
   (j) imperative: all three forms of second person imperative

9. Prepositions
   (a) with accusative; dative; genitive; accusative or dative
   (b) contracted forms of prepositions with article
   (c) combinations with da and wo
   (d) idioms with prepositions: e.g. aufs Land gehen, zu Fuß, mit der Post

10. Adverbs

(a) adjectives used as adverbs
(b) regular comparative forms as well as gut-besser, gern-lieber
(c) common adverbs and adverbial phrases of time, manner, place
(d) adverbs of affirmation and doubt: e.g. doch, ja doch, etwa

11. Conjunctions

(a) Co-ordinating conjunctions: und, aber, oder, denn, sondern.
(b) Sub-ordinating conjunctions

12. Word Order

(a) Word order in principal and sub-ordinate clauses
(b) inverted word order, when interrogatives or words other than the subject begin the sentence
(c) sequence in a sentence with noun object and adverbial expressions
(d) order of direct and indirect objects
(e) position of past participles and infinitives
(f) position of nicht

13. Common Idiomatic Expressions

(a) phrases with gehen: e.g. einkaufen gehen, spazieren gehen
(b) common verbs with fixed prepositions: e.g. denken an, sich freuen auf, bitten um
(c) common adjectives with fixed prepositions: e.g. zufrieden mit, stolz auf, interessiert an

14. Letter-Writing

(a) date line (Brisbane, den 11. Mai 1972)
(b) salutation in a personal letter: e.g. Lieber Hans! Liebe Maria! Liebes Fräulein Maier!
(c) salutation in a business letter: e.g. Sehr geehrter Herr Schmidt! Sehr geehrte Herren! Sehr geehrte Frau Schultz!
(d) Closing formula in a personal letter: e.g. Herzliche Grüße
Dein
Fritz
(e) Closing formula in a business letter: e.g. Hochachtungsvoll
Georg Maier
(f) address on the envelope: e.g. Herrn
Walter Krause
8071 Feldkirchen
Schillerstraße 15

Summary

The skills of listening, speaking, reading and writing are not developed in isolation. Improvement in one skill will almost always lead to improvement in others. What is sought is a balanced linguistic development, in which the student achieves reasonable facility in all the basic skills.

Guiding Principles

1. Pronunciation

The first lessons in German should be spent in listening to spoken German and in practising the individual sounds of German in words and phrases. The German pronunciation of the alphabet should be learnt. The teacher who speaks and reads aloud in German, with clear enunciation, appropriate facial expressions and gestures, should help the student to concentrate on sounds, intonation, stress and meaning. The teacher should gradually increase the listening experiences of his students by the use of records or tapes in the classroom or in the language laboratory. While

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2. Auditory Comprehension

The student's ability to listen with discrimination depends on knowing what to listen for, and intensive practice in guided listening. The spoken subject matter should have intrinsic interest, should stem from the student's experience and should be related to his way of life. Listening should be followed by oral reproduction. To ensure that the students know what to listen for, the teacher should provide suitable motivation, based on the content, before the first listening. After the first listening there should be an analysis only of those sounds and structures which have caused comprehension difficulties. Repeated listening thereafter will fortify the necessary sound-meaning linkage. A comprehension check should follow the listening experience.

3. Speaking

The ability to speak German is developed concurrently with the ability to listen. Students should be trained to understand questions put to them in German, and to reply to them with reasonable fluency and accuracy in pronunciation. The purpose of all oral work is to make the language live. Simple dialogues should be restricted to the most everyday "situations", and only brief answers should be required. (e.g. Wann gehst du in die Schule? - Ich gehe um 8 Uhr in die Schule). Conversation topics and activities could include:

(a) exchanging greetings, offering birthday greetings and congratulations

(b) common objects, shapes, colours, clothes, people, parts of the body, etc.

(c) questions and answers re name, address, age, date, time, weather

(d) everyday life: at home, school, in the town and country

(e) leisure pursuits: holidays, sports, hobbies, pictures, television, concerts

4. Reading

Just as there is an interdependence between understanding and speaking, there is a similar interdependence between reading and writing, so that practice in writing (transcription, dictation, etc.) will facilitate the visual recognition of words and structure patterns, which is essential for fluent reading.

Teaching the reading of new material should begin with the study of the pronunciation and meanings of new words and new or complex syntactical items. Often, comprehension of new material can be aided by the technique of "forward-questioning". Simple questions in English or German are presented before the passage itself, so that the student's attention is directed to a possible story line or sequence of narration. In silent reading, students should be trained in techniques of inference from cognates, word analysis and context ("intelligent guess"). Silent reading should be carefully controlled to avoid superficial skimming of the printed text. The teacher should write on the board key questions to guide the reading and permit self-checking of comprehension. An oral summary based on questions, or a written comprehension quiz could conclude the silent reading. Reading matter should have intrinsic interest and cultural value and should be related to student experience.

5. Writing

A limited amount of writing should be introduced early in the course. Such writing activities should be treated as a part of word study and could include labelling or the printing of titles or captions. This may be done on outline maps and colour charts and through pictures of members of the family, objects in the room, animals, flowers and trees, furniture etc. Compili
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(a) Dictation

Dictation serves as a reinforcement of auditory comprehension, as a review, and as a diagnosis of errors. The passage selected should be closely related to the particular structural point, idiom or pronunciation topic being taught or reviewed. Recorded dictations or dictations delivered by other proficient speakers of German may also be used. A suggested procedure for administering dictations is: The teacher reads the entire passage at normal tempo while

the students listen. At the second reading, the teacher reads the passage in sense groups, giving punctuation in German, while the students write. A third reading follows at normal tempo while students proofread their work, correcting errors and filling in omissions.

(b) Guided Writing

This phase in the development of writing skill consists of written responses guided by the teacher. Included in this type of writing are: completion of statements based on dialogues; completion of pattern drills; answers to dialogue questions; answers to reading comprehension questions; re-telling in writing a passage of narrative German read out by the teacher; translations of sentences and connected passages into German, writing short directed compositions (with directions in German) on topics within the student's experience. Such topics could include: Meine Familie; Meine Freunde; Unsere Nachbarn; Ein Tag in der Schule; Mein letzter Geburtstag; Unser Haus; Die Straße, in der ich wohne; An der See; Im Kino; Auf dem Lande.

6. Vocabulary

From the very beginning of the course the students should be encouraged to build up their own lists of vocabulary and idioms as they proceed with the course. The textbooks, reading and auditory material used in each school will determine the specific vocabulary to be learnt. However, vocabulary, listed as a result of a statistical word-frequency count, might also be included in the set word list of German words to be taught for active mastery.

The development of reading power is inconceivable without the acquisition of an extensive vocabulary. Distinction should be made between those words which are to be mastered actively and those for recognitional purposes only.

7. Cultural Material

In order to present cultural insights into the way of life of the German-speaking people as reflected in their everyday speech, the teacher should make an inventory of culture-laden structures, vocabulary, idioms, proverbs, sayings, etc. which occur in the lessons right from the beginning of the course (e.g. forms of address, greetings and farewells, polite phrases, rhymes and songs, etc.). However, reading in English is also justifiable because it enables students to explore German cultural backgrounds some years before they can achieve sufficient mastery in reading German on a level comparable to the interests and maturity of their English reading.

The following cultural topics are suggested for treatment at an elementary level:

(a) The Federal Republic of Germany, German Democratic Republic, Austria, Switzerland (location, size, population, topography, cities, places famous in legend and literature, industries, exports)

(b) Folklore, folksongs, and cultural achievements in music, literature, art

(c) Christmas and other special occasions

(d) Schools, home and everyday life, currency, climate

8. Miscellaneous Considerations

Teachers using course books with an audio-lingual or audio-visual approach may feel the need to supplement this with a textbook based on the more traditional approach.

While repetition is one of the basic principles of many language courses, variety in presentation of this repetitive material is needed to help keep language teaching imaginative and alive.

IT IS SUGGESTED THAT THE ADOPTION OF ANY PARTICULAR TEXTBOOK [illegible] THE ENTIRE SYLLABUS

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In order to present cultural insights into the way of life of the German-speaking people as reflected in their everyday speech, the teacher should make an inventory of culture-laden structures, vocabulary, idioms, proverbs, sayings, etc. which occur in the lessons right from the beginning of the course (e.g. forms of address, greetings and farewells, polite phrases, rhymes and songs, etc.). However, reading in English is also justifiable because it enables students to explore German cultural backgrounds some years before they can achieve sufficient mastery in reading German on a level comparable to the interests and maturity of their English reading.

The following cultural topics are suggested for treatment at an elementary level:

(a) The Federal Republic of Germany, German Democratic Republic, Austria, Switzerland (location, size, population, topography, cities, places famous in legend and literature, industries, exports)

(b) Folklore, folksongs, and cultural achievements in music, literature, art

(c) Christmas and other special occasions

(d) Schools, home and everyday life, currency, climate

8. Miscellaneous Considerations

Teachers using course books with an audio-lingual or audio-visual approach may feel the need to supplement this with a textbook based on the more traditional approach.

While repetition is one of the basic principles of many language courses, variety in presentation of this repetitive material is needed to help keep language teaching imaginative and alive.

Unremitting use of tape-recordings, for example, can often lead to boredom. The use of flashcards, flannel boards, transparencies, pictures, etc., which repeat the situation presented in the structures being learnt, can provide the necessary variety and at the same time reinforce the point being taught.

Unthinking repetition of structures learnt by heart will hardly produce in students an ability to communicate in the foreign language. It is therefore important for students to relate the information in structures they are learning to their own personal experience.

Teachers devising their own courses should keep in mind the advisability of basing the grammar, vocabulary, and idioms to be taught on scientifically devised frequency lists. Unless teachers have expertise in constructing courses, much pedagogically unsound teaching could result.

When students reach the stage where a German/English dictionary is an indispensable aid to their studies, they need to be given systematic instruction in the use of such a dictionary.

Cultural readers in English or German need not necessarily be owned by each student, but students should have ready access to plentiful supplies of such material in the school library.

GERMAN SYLLABUS FOR FINAL TWO YEARS

-Grades 11 and 12

PREAMBLE

At this stage of the Course - Grades 11 and 12 - the syllabus is arranged in four semesters, each of which places emphasis on a particular language skill without, however, excluding a balanced development of the other skills. This is done in such a way as to provide, at the same time, for both terminal and sequential treatment of the content of the syllabus; and also to ensure that at the end of these two years an acceptable standard is achieved in all areas of the syllabus.

SEMESTER I

(First Semester of Grade 11)

Special Emphasis: Aural-Oral Skill

Supplementary Skills: Reading; Writing

SPECIFIC AIMS:

1. To develop increased competence in

   (a) the understanding of Standard High German spoken at normal speed by a native speaker

   (b) the ability to carry on a conversation or present an oral report in German on topics within the student's experience or based on his reading selections

   (c) the reading with comprehension and enjoyment of selected stories, poems etc

   (d) the writing in German of guided or free compositions, letters, dialogues

2. The scope and depth of cultural konwledge acquired by the end of Grade 10 should be increased throughout the semester.

GUIDING PRINCIPLES:

Aural-Oral Skills

Since special emphasis in Semester I is to be given to the development of aural-oral skills, the student should at the end of the semester be able to:

1. distinguish when heard and reproduce accurately all the

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   (d) the writing in German of guided or free compositions, letters, dialogues

2. The scope and depth of cultural konwledge acquired by the end of Grade 10 should be increased throughout the semester.

GUIDING PRINCIPLES:

Aural-Oral Skills

Since special emphasis in Semester I is to be given to the development of aural-oral skills, the student should at the end of the semester be able to:

1. distinguish when heard and reproduce accurately all the basic German sounds; speak and read aloud about topics within his experience; retell simple narratives with correct pronunciation and attention to German intonation and stress patterns; read or recite German poems;

2. engage in simple conversations about family, home, school, amusements, sport, hobbies, travel, holidays, weather, common German and Australian customs and the material in his reading selections.

Some useful devices to help students achieve the required level of competence in aural/oral skills by the end of Semester 1 are: aural comprehension, conversation, reading aloud of prepared and unprepared passages, retelling of relatively simple stories and narrative passages heard and/or read silently; listening to recordings of poetry, songs, etc; dictation exercises.

Reading

To make easier the transition from the simple German readers of Grade 10 to the normal literary German of Grade 12 texts, graded readers and adaptations and simplifications of German novels are particularly suitable. It can be expected that in Semester 1 the student will read at least one of the longer or, preferably perhaps, two shorter readers of this kind. Titles of some of these readers are given in the appended list of recommended readers. The list is not exhaustive but it does indicate a suitable level of material for this stage.

A selection of German poems should be read for appreciation and enjoyment.

Other useful exercises to ensure students' comprehension of reading are: answering in English and German questions on the books read; retelling certain incidents, and describing certain characters in the books. In addition, any of the various objective devices for testing reading comprehension can be employed with advantage.

Writing

At no stage in Grades 11 and 12 should writing in German be neglected. In Semester I it is one of the supplementary skills to be developed; but at the end of the Semester, it is to be expected that the student will be able to write in simple, idiomatic German a free composition of about 120 words on a non-specialised topic. At all times the student should be encouraged to write within the limits of his knowledge; and topics chosen for free and/or guided composition exercises need to be taken from those dealt with in the aural/oral and reading sections for Semester I. Stress should be placed on simplicity, accuracy and idiomatic expression.

While it is suggested that the student should be able to write a free composition of about 120 words at the end of Semester I, the frequent writing of shorter paragraphs and dialogues could well form part of the writing programme over this period. To ensure that grammatical structures and sentence patterns are understood when heard and when met in reading passages, students should practise controlled sentence building in German, involving grammatical constructions of increasing complexity.

SEMESTER II

(Second Semester of Grade 11)

Special Emphasis: Reading Skills

Supplementary Skills: Aural-Oral; Writing

SPECIFIC AIMS:

unprepared passages, retelling of relatively simple stories and narrative passages heard and/or read silently; listening to recordings of poetry, songs, etc; dictation exercises.

Reading

To make easier the transition from the simple German readers of Grade 10 to the normal literary German of Grade 12 texts, graded readers and adaptations and simplifications of German novels are particularly suitable. It can be expected that in Semester 1 the student will read at least one of the longer or, preferably perhaps, two shorter readers of this kind. Titles of some of these readers are given in the appended list of recommended readers. The list is not exhaustive but it does indicate a suitable level of material for this stage.

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SEMESTER II

(Second Semester of Grade 11)

Special Emphasis: Reading Skills

Supplementary Skills: Aural-Oral; Writing

SPECIFIC AIMS:

1. With special emphasis on Reading Skills in this Semester, the first aim is to develop increased competence in ability to read in German, with direct comprehension and enjoyment. Material for this can be found - inter alia - in adapted German stories, school editions of German Novellen, and in magazine articles. Selection of this material should be based on the student's personal and linguistic experience, and should be of some intrinsic interest to him.

During Semester II the student should read more intensively at least two books of German prose and a selection of poems.

2. The scope and depth of cultural knowledge acquired by the end of Semester I should be increased throughout Semester II.

GUIDING PRINCIPLES:

While intensive reading of some texts is an essential basis for a good reading knowledge of German, it should be supplemented by rapid extensive reading in the student's own time. A supply of interesting and suitable supplementary readers and magazines is essential and should be found in the school library.

Apart from actual reading aloud and silently, some of the class room activities to help the student read with profit and increasing competence are: oral and written comprehension exercises; short book reports in English and German; retelling incidents and giving character sketches in English and German from reading selections.

Aural-Oral

Aural-Oral activities in Semester II will be aimed at increasing the measure of competence arrived at by the end of the first semester and will therefore follow the pattern of those employed in Semester I. To the topics already covered, there could now be added conversation about and oral reports on the student's present reading selections, and class discussions on occupations and professions.

Writing

Here, too, the aim of writing activities will be to increase the student's ability (as achieved in Semester I) to express himself accurately in idiomatic German on familiar topics that come within his linguistic competence. Such topics are those met in the reading and aural-oral sections of the course in Semesters I and II.

Activities such as those suggested for Semester I, but with gradually increasing difficulty of treatment are still most useful. The student could well be encouraged here to begin writing a diary in German.

The length of free composition in German which could be expected at this level is about 150 words.

SEMESTER III

(First Semester of Grade 12)

Special Emphasis: Writing Skills

Supplementary Skills: Aural-oral; Reading

SPECIFIC AIMS:

1. The first aim in this Semester is to increase competence in writing freely and accurately in idiomatic German on general topics within the limits of the student's knowledge and linguistic ability.

   At the end of Semester III, the student should be able to write in German a free composition of about 150 words.

2. The scope and depth of cultural knowledge acquired by the end of Semester II

[illegible] should be supplemented by some extensive reading in the student's own time. A supply of interesting and suitable supplementary readers and magazines is essential and should be found in the school library.

Apart from actual reading aloud and silently, some of the class room activities to help the student read with profit and increasing competence are: oral and written comprehension exercises; short book reports in English and German; retelling incidents and giving character sketches in English and German from reading selections.

Aural-Oral

Aural-Oral activities in Semester II will be aimed at increasing the measure of competence arrived at by the end of the first semester and will therefore follow the pattern of those employed in Semester I. To the topics already covered, there could now be added conversation about and oral reports on the student's present reading selections, and class discussions on occupations and professions.

Writing

Here, too, the aim of writing activities will be to increase the student's ability (as achieved in Semester I) to express himself accurately in idiomatic German on familiar topics that come within his linguistic competence. Such topics are those met in the reading and aural-oral sections of the course in Semesters I and II.

Activities such as those suggested for Semester I, but with gradually increasing difficulty of treatment are still most useful. The student could well be encouraged here to begin writing a diary in German.

The length of free composition in German which could be expected at this level is about 150 words.

SEMESTER III

(First Semester of Grade 12)

Special Emphasis: Writing Skills

Supplementary Skills: Aural-oral; Reading

SPECIFIC AIMS:

1. The first aim in this Semester is to increase competence in writing freely and accurately in idiomatic German on general topics within the limits of the student's knowledge and linguistic ability.

   At the end of Semester III, the student should be able to write in German a free composition of about 190 words.

2. The scope and depth of cultural knwoledge acquired by the end of Semester II should be increased throughout Semester III.

GUIDING PRINCIPLES:

Stress should be placed on accuracy of grammar, spelling and idiom while encouraging the student to write to the limit of his ability. Facility in writing German of a standard that is to be expected at this level can only be obtained by constant practice, and frequent exercises involving the writing of German are essential. Exercises in written expression suggested for Semesters I and II, including description, narration and letter-writing should be continued to a more advanced level. To ensure familiarity with and accuracy in handling the more difficult idiomatic and grammatical structures met in all areas of the syllabus at this level, some selected prose passages for translation into German could be usefully employed, along with further practice in controlled sentence building.

Aural-Oral:

Aural Oral activities in Semester III will follow the pattern of those employed in Semesters I and II, but with gradually increasing difficulty of subject matter and treatment.

Reading:

At the end of Semester III, the student should be expected to have read more intensively at least one more German prose work of a standard similar to that of the readers recommended for Grade 12 and a further selection of poems. Reading passages for Comprehension, with questions and answers in English and German, can be taken from a variety of sources, including those given in the lists of recommended books.

SEMESTER IV

(Second Semester of Grade 12)

Special Emphasis: Advanced Reading

Supplementary Skills: Aural-Oral; Writing

In this final semester of the five-year course, it could be expected that emphasis be spread more evenly over all the language skills - broadening the scope of subject matter and consolidating and extending grammatical and idiomatic structures in spoken and written expression. A study of prose texts of greater complexity and wider interest should be undertaken. A simple, critical study could be made of poets and poems introduced in Semesters I, II, and III in their literary context. About twenty poems in all should be studied.

Attention should be given to the special problems arising in contemporary German associated with:

(a) homonyms (e.g. Umschlag - envelope, sudden change, poultice

encouraging the student to write to the limit of his ability. Facility in writing German of a standard that is to be expected at this level can only be obtained by constant practice, and frequent exercises involving the writing of German are essential. Exercises in written expression suggested for Semesters I and II, including description, narration and letter-writing should be continued to a more advanced level. To ensure familiarity with and accuracy in handling the more difficult idiomatic and grammatical structures met in all areas of the syllabus at this level, some selected prose passages for translation into German could be usefully employed, along with further practice in controlled sentence building.

Aural-Oral:

Aural Oral activities in Semester III will follow the pattern of those employed in Semesters I and II, but with gradually increasing difficulty of subject matter and treatment.

Reading:

At the end of Semester III, the student should be expected to have read more intensively at least one more German prose work of a standard similar to that of the readers recommended for Grade 12 and a further selection of poems. Reading passages for Comprehension, with questions and answers in English and German, can be taken from a variety of sources, including those given in the lists of recommended books.

SEMESTER IV

(Second Semester of Grade 12)

Special Emphasis: Advanced Reading

Supplementary Skills: Aural-Oral; Writing

In this final semester of the five-year course, it could be expected that emphasis be spread more evenly over all the language skills - broadening the scope of subject matter and consolidating and extending grammatical and idiomatic structures in spoken and written expression. A study of prose texts of greater complexity and wider interest should be undertaken. A simple, critical study could be made of poets and poems introduced in Semesters I, II, and III in their literary context. About twenty poems in all should be studied.

Attention should be given to the special problems arising in contemporary German associated with:

(a) homonyms (e.g. Umschlag - envelope, sudden change, poultice, book jacket, place of transhipment)

(b) synonyms (e.g. außerdem, ansonsten, dazu, überdies)

(c) false cognates (e.g. eventuell (adv.) - possibly, if necessary, not "eventually")

At the end of Semester IVthe student should be able to express himself freely and accurately in idiomatic German (spoken and written) and to read German with reasonable ease and understanding within the limits of his personal and linguistic experience.

The length of free written compositions expected of the student should be about 200 words.

Over the four semesters the student should have read four or five books of German prose of a standard equivalent in length and complexity to that of the average reader on the recommended list.

Throughout the four Semesters every opportunity should be taken to relate the student's reading and other activities to an appreciative understanding of German life and culture.

GRAMMATICAL REQUIREMENTS TO BE COVERED BY THE END OF SEMESTER IV, GRADE 12

The wide range of text books and readers available precludes the separate listing of grammatical requirements for each individual Semester over the final two years. Throughout each of the 4 Semesters, the grammatical and syntactical material required by the end of Grade 10 should be consolidated, and the more difficult aspects which were omitted from or merely referred to in those requirements should now be added (e.g., future perfect in the list of tenses; all tenses of modal verbs etc.), so that by the end of Grade 12 the student should be quite familiar with common grammatical and syntactical constructions in German.

The following items, not on the Grade 10 list, should be added to the list of grammatical requirements to be mastered by the end of Semester IV, Grade 12.

1. Subjunctive Mood in all tenses

   Uses in (a) principal clauses
   (b) indirect speech
   (c) conditional sentences
   (d) with als ob, etc.

2. Passive Voice in all tenses

   (a) actional passive: e.g. Die Brücke wurde erst letztes Jahr gebaut.
   (b) statal passive: e.g. Damals war die Brücke schon gebaut.
   (c) passive with verbs governing the dative

3. Modal Auxiliaries in all tenses and idiomatic usages

4. Participles - forms and uses

5. Adjectives and Verbs requiring certain Prepositions

6. Affinity groups of Preposition, Adverb, & Conjunction

   e.g. nach, nachher, nachdem

7. Idiomatic Use of Adverbs & Conjunctions

   e.g. ja, doch, schon, mal, erst, nur, aber, sondern

8. Comparison of Adjectives and Adverbs

9. Correlatives

   e.g. entweder ... oder; nicht nur ... sondern auch

10. Possessive and Demonstrative Pronouns

Throughout the four Semesters every opportunity should be taken to relate the student's reading and other activities to an appreciative understanding of German life and culture.

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6. Affinity groups of Preposition, Adverb, & Conjunction

   e.g. nach, nachher, nachdem

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   e.g. ja, doch, schon, mal, erst, nur, aber, sondern

8. Comparison of Adjectives and Adverbs

9. Correlatives

   e.g. entweder ... oder; nicht nur ... sondern auch

10. Possessive and Demonstrative Pronouns

11. Quantities, Weights, Measures

12. Word Order - all standard patterns

13. Punctuation

RECOMMENDED BOOKS

THE FOLLOWING LIST OF RECOMMENDED BOOKS IS NOT MEANT TO BE EXHAUSTIVE, NOR IS IT SUGGESTED THAT THE ADOPTION OF ANY PARTICULAR TEXTBOOK WILL ADEQUATELY COVER THE ENTIRE SYLLABUS.

Explanation of Code Accompanying Book Titles

The numerals 8, 9, 10 indicate that books are considered most suitable for use in the corresponding grades.

The numeral 11 indicates that books are considered most suitable for use in semesters I and/or II (Grade 11).

The numeral 12 indicates that books are considered most suitable for use in semesters III and/or IV (Grade 12).

The letters A/B indicate that a book is considered more suitable for use by those who are beginning German studies as adults.

Books that are uncoded may be used at the discretion of the teacher.

TEACHERS' REFERENCE BOOKS

(i.e. DICTIONARIES, WORD-LISTS, REFERENCE GRAMMARS, and BOOKS ON BACKGROUND CULTURAL and LITERARY MATERIAL)

AUTHOR	TITLE, etc.	CODE
ADAMS, M.:	The German tradition (John Wiley & Sons) (Paperback)	10, 11, 12
ANDERSON, B. & NORTH, M.:	Beyond the dictionary in German (London, Cassell)	10, 11, 12
ANDERSON, W.E.:	Das heutige Deutschland (Harrap)	10, 11, 12
BAUER, E.W. & B.:	Quer durchs deutsche Leben (New York, Holt, Rinehart & Winston)	11, 12
BROCKHAUS, F.A.:	Der Sprach-Brockhaus (Wiesbaden, Verlag Eberhard Brockhaus)	11, 12
BLOHM, K. et al.:	Begegnungen mit Deutschland (München, Max Hueber)	10, 11, 12
CORBETT, J.A.:	Essentials of modern German grammar (Harrap)	9, 10, 11, 12
EGGELING:	Dictionary of modern German prose usage (Oxford University Press)	11, 12

IT IS SUGGESTED THAT THE ADOPTION OF ANY PARTICULAR TEXT-BOOK FOR THE ENTIRE SYLLABUS.

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BROCKHAUS, F.A.:	Der Sprach-Brockhaus (Wiesbaden, Verlag Eberhard Brockhaus)	11, 12
BLOHM, K. et al.:	Begegnungen mit Deutschland (München, Max Hueber)	10, 11, 12
CORBETT, J.A.:	Essentials of modern German grammar (Harrap)	9, 10, 11, 12
EGGELING:	Dictionary of modern German prose usage (Oxford University Press)	11, 12
ENGEROFF, K.:	An English-German dictionary of "idioms" (München, Max Hueber)	11, 12
FARRELL, R.B.:	A dictionary of German synonyms (Cambridge University Press)	10, 11, 12
FARRELL, St. LEON et al.:	German-speaking countries today and yesterday (Novak)	11, 12
FRIEDERICH, W.:	History of German literature (New York, Barnes & Noble Inc.)	11, 12
HATFIELD, H.:	Modern German literature - The major figures in context (London, Edward Arnold)	11, 12

KÖPKE, W.:	Die Deutschen - Vergangenheit und Gegenwart (Holt, Rinehart, & Winston)	11, 12
LADO, R.:	Language teaching: A scientific approach (McGraw-Hill)	8, 9, 10, 11, 12
LANGENSCHEIDT:	Concise English-German, German-English dictionary (Hodder & Stoughton)	10, 11, 12
LÖF, S., MALLBERG, I. & ROSENTHAL, D.:	Vier Länder - Eine Sprache (A series)	
	(a) Die Bundesrepublik (Longman)	10, 11, 12
	(b) Die Deutsche Demokratische Republik (Longman)	10, 11, 12
	(c) Österreich (Longman)	10, 11, 12
	(d) Die Schweiz (Longman)	10, 11, 12
MEYER:	Kinderlexikon (London, Harrap)	8, 9
PAISLEY, M. (ed.)	Companion to German studies (Methuen)	8, 9
PFEFFER, J.A.:	Basic (spoken) German idiom list (Englewood Cliffs, N.J., Prentic -Hall)	10, 11, 12
RIVERS, W.M.:	Teaching foreign-language skills (University of Chicago Press)	8, 9, 10, 11, 12
ROBERTSON, J.G.:	A history of German literature (Blackwood) (Rev. ed. E. Purdie)	11, 12
STOPP, F.J.:	Manual of modern German (Oxford University Pictorial Press)	12
TENBOCH, R.H.:	A history of Germany (München, Max Hueber)	10, 11, 12
VALETTE, R.M.:	Modern language testing - A handbook (Harcourt, Brace & World)	8, 9, 10, 11, 12
VAN WIERST, I. & WORTHINGTON, A.G.:	A companion to German studies (Angus & Robertson)	11, 12
WASHINGTON, L.M. & I.H.	A preview of German literature (London, Holt, Rinehart)	11, 12

	Winston)	
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VAN WIERST, I. & WORTHINGTON, A.G.:	A companion to German studies (Angus & Robertson)	11, 12
WASHINGTON, L.M. & I.H.	A preview of German literature (London. Holt, Rinehart & Winston)	11, 12
WIESE, B. v.:	Deutsche Dichter der Moderne - ihr Leben und Werk. (Berlin, Eric Schmidt Verlag)	12
WIIDHAGEN, Dr. K. & HERDUCOURT, Dr. M.:	English-German, German-English dictionary (Wiesbaden, Brandstetter Verlag)	10, 11, 12
WOHLGEMUT, G. & BERGLUND:	Deutschland heute (W.R. Chamberg)	10, 11
	Cassell's German-English, English-German dictionary (Cassell) (latest ed., unabridged)	11, 12

	Der Große Duden:	
	Band 1: Rechtschreibung	10, 11, 12
	Band 2: Stilwörterbuch	11, 12
	Band 3: Bildwörterbuch	10, 11, 12
	Band 4: Grammatik	12
	Band 5: Fremdwörterbuch	11, 12
	Band 6: Aussprachewörterbuch	11, 12
	(Mannheim, Dudenverlag)	
	Der Große Duden: Bildwörterbuch der deutschen Sprache (London, Harrap)	10, 11, 12
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SONG BOOKS

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